TCAP End of Course, English I
Criterion Referenced (CRT) Reporting Categories with State Performance Indicators

SPI#	State Performance Indicator
Reporting Category 1: Language	

SPI#	State Performance Indicator
3001.1.1	Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
3001.1.2	Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).
3001.1.3	Use a variety of techniques to correct sentence fragments.
3001.1.4	Combine a set of simple sentences into a single compound or complex sentence.
3001.1.5	Use commas correctly with appositives and introductory words, phrases, or clauses.
3001.1.6	Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
3001.1.7	Recognize correct subject-verb agreement with intervening elements.
3001.1.8	Select correct pronoun usage in a sentence (e.g., with compound elements such as *between you and me*, or following *than* or *as*).
3001.1.9	Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
3001.1.10	Recognize the correct placement of end marks with quotation marks.
3001.1.11	Recognize the correct usage of quotation marks in direct and indirect quotations.
3001.1.12	Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
3001.1.13	Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
3001.1.14	Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
3001.1.15	Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
3001.1.16	Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, verbatim, *E pluribus unum*, *prima donna*, *avant-garde*, status quo, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*).

Reporting Category 2: Writing and Research

SPI#	State Performance Indicator
3001.3.1	Proofread a passage for correct punctuation, mechanics, and usage.
3001.3.2	Choose the most effective order of sentences in a paragraph.
3001.3.3	Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
3001.3.4	Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
3001.3.5	Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
3001.3.6	Select the thesis statement in a writing sample or passage.
3001.3.7	Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
3001.3.8	Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
3001.3.9	Identify a statement that reveals the writer's attitude.
3001.3.10	Identify the targeted audience for a selected passage.
3001.3.11	Determine the writer's purpose in a writing sample.
3001.3.12	Identify sentences with nonparallel construction.
3001.3.13	Select the proper format to convey a set of work-related information.
3001.3.14	Select the most precise word to provide clarity appropriate to audience and purpose.
3001.3.15	Identify the mode in which a writing sample is written.
3001.4.1	Select the research topic with the highest degree of focus.
3001.4.2	Differentiate between primary and secondary sources.
3001.4.3	Evaluate the reliability and credibility of sources for use in research.

3001.4.4	Evaluate the validity of Web pages as sources of information.
3001.4.5	Determine which statement presents an opposing view from those stated on a Web page.
3001.4.6	Identify information that must be cited or attributed within a writing sample.

Reporting Category 3: Communication and Media	
SPI#	**State Performance Indicator**
3001.2.1	Identify the thesis and main points of a challenging speech.
3001.2.2	Distinguish between a summary and a paraphrase.
3001.2.3	Distinguish between a critique and a summary.
3001.2.4	Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
3001.2.5	Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
3001.2.6	Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
3001.2.7	Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
3001.7.1	Draw an inference from a non-print medium.
3001.7.2	Select the type of conflict represented in a non-print medium.
3001.7.3	Choose a visual image that best reinforces a viewpoint.
3001.7.4	Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
3001.7.5	Match a focused message to an appropriate medium.
3001.7.6	Infer the mood represented in a non-print medium.
3001.7.7	Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

Reporting Category 4: Logic	
SPI#	**State Performance Indicator**
3001.5.1	Make inferences and draw conclusions based on evidence in text.
3001.5.2	Choose a logical word to complete an analogy.
3001.5.3	Evaluate text for fact and opinion.
3001.5.4	Analyze cause-effect relationships in text.
3001.5.5	Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
3001.5.6	Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack{ad hominem}, false dilemma, false analogy) within a given argument.
3001.5.7	Differentiate between the stated and implied evidence of a given argument.
3001.5.8	Determine whether a given argument employs deductive or inductive reasoning.
3001.5.9	Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
3001.5.10	Identify a false premise in text.
3001.5.11	Distinguish the strongest or weakest point of an argument within a passage.

Reporting Category 5: Informational Text	
SPI#	**State Performance Indicator**
3001.6.1	Discern the stated or implied main idea and supporting details of informational and technical passages.
3001.6.2	Use the graphics of informational and technical passages to answer questions.
3001.6.3	Determine the appropriateness of a graphic used to support an informational or technical passage.
3001.6.4	Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
3001.6.5	Synthesize information across two or more informational or technical texts.

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	Reporting Category 6: Literature
SPI#	**State Performance Indicator**
3001.8.1	Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
3001.8.2	Differentiate among verbal, situational, and dramatic irony.
3001.8.3	Identify and analyze an author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).
3001.8.4	Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
3001.8.5	Determine the significance/meaning of a symbol in poetry or prose.
3001.8.6	Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
3001.8.7	Differentiate between mood and tone in poetry or prose.
3001.8.8	Determine the impact of setting on literary elements (i.e., plot, character, theme, tone.)
3001.8.9	Identify the common stated or implied theme in a series of passages.
3001.8.10	Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
3001.8.11	Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
3001.8.12	Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
3001.8.13	Locate words or phrases in a passage that provide historical or cultural cues.
3001.8.14	Identify classical, historical, and literary allusions in context.
3001.8.15	Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
3001.8.16	Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).